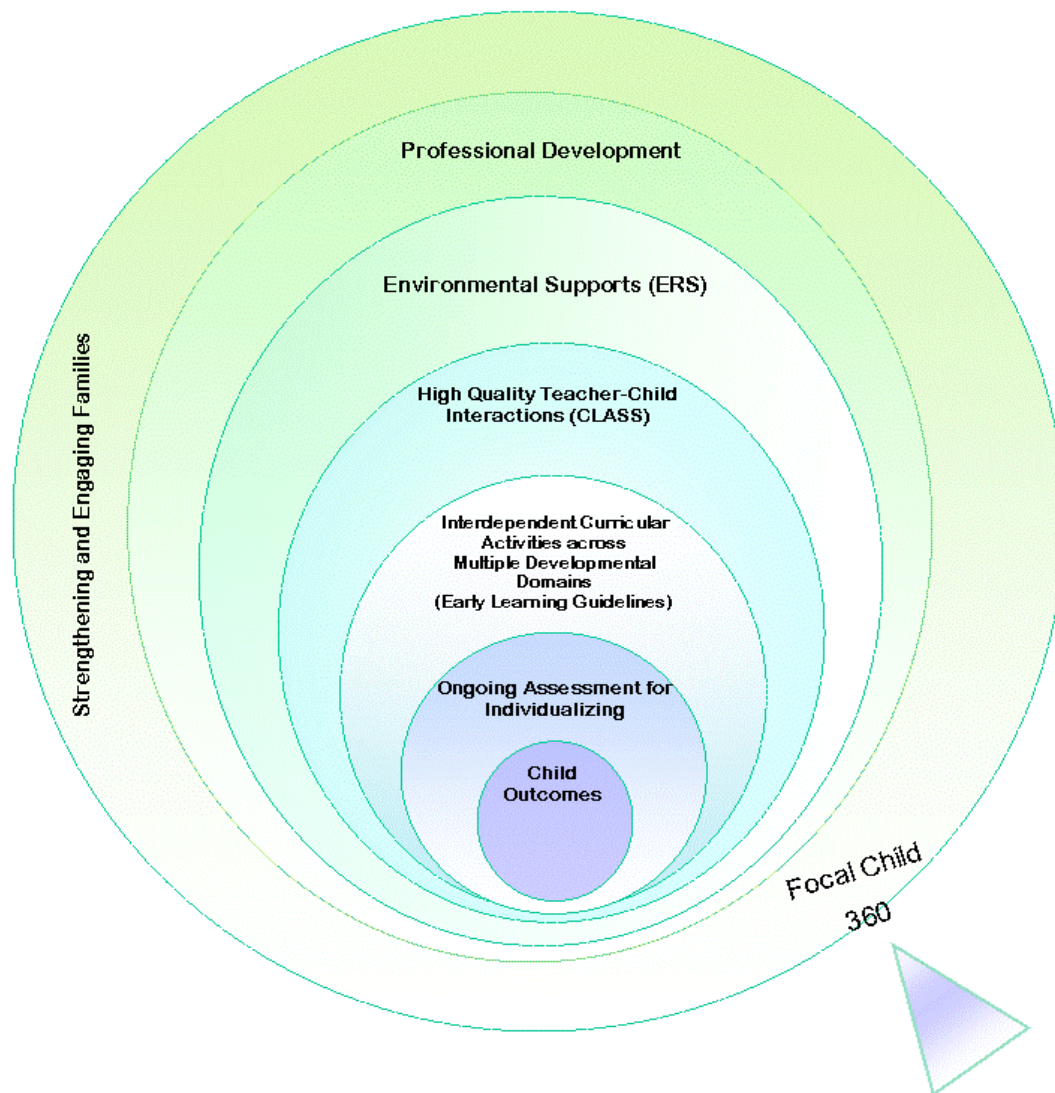


Washington Quality Rating and Improvement System Standards
A Framework to Support Positive Child Outcomes



Level One: Licensing or Certification

Facility must be currently licensed or have recognized, approved certification
(Military, Head Start, ECEAP, Tribal)

Level Two: Professional Growth and Facility Management

Facility must meet all Level One requirements in order to apply for Level Two

Level Two Application Process

(must complete prior to beginning Level Two Activities)

- ☐ Complete and submit QRIS Level Two Application
- ☐ Attend QRIS Orientation
- ☐ Ensure all facility staff caring for children have an active 'Professional Record' in MERIT

Level Two Activities

Documentation

- ☐ Complete Facility Profile in QRIS Data Base
- ☐ Complete and submit QRIS Self Assessment
 - o Environment Rating Scale (ERS)
 - o State Standards

Professional Training Series (director/owner/program supervisor)

- ☐ Complete QRIS Professional Training Series:
 - o Washington State Early Learning Guidelines
 - o Washington State Core Competencies for Early Care and Education Professionals
 - o Introduction to Cultural Competence
 - o Strengthening Families
 - o ERS/CLASS Overview
 - o School Readiness

Requirements to Achieve Level 2 Rating

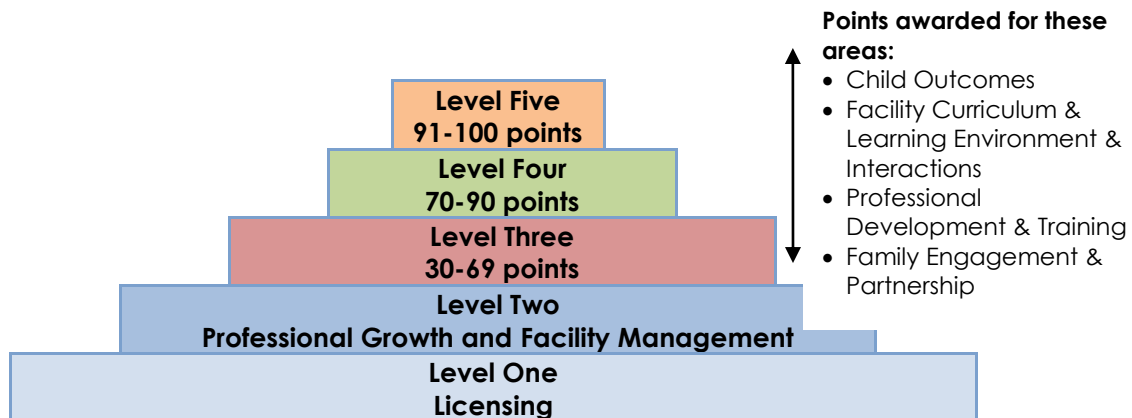
- ☐ Completion of all training and documentation requirements within one year
- ☐ Must be fully licensed (no initial licenses)
- ☐ Cannot be on suspension, revocation, or probation

*** QRIS Orientation must be completed prior to beginning the Professional Training Series. The ERS/CLASS Overview must be taken prior to completing the QRIS Self Assessment**

***Facility must meet all of the above requirements and have been awarded a Level 2 rating prior to applying for a Level 3 – 5 rating.**

Levels Three – Five

Levels 3 – 5 are based on points. Your total rating will be determined by the number of points earned via program evaluation by a third party entity. Each assessed classroom/focal child must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Organization in the CLASS and a 4 on the ERS to achieve a Level 3 – 5 rating. Facilities that do not meet these minimum thresholds will receive a Level 2 rating. For assessment purposes, family child care must serve a minimum of 4 children outside of their immediate family.



Your overall points in each area will determine your final rating. The points are as follows:

Child Outcomes	Total: 10 points
Facility Curriculum and Learning Environment and Interactions	Total: 70 points
o Classroom/FCC Home Environment (CLASS/ERS)	55 points
o Curriculum, Learning and Assessment	15 points
Professional Development and Training	Total: 10 points
Family Engagement and Partnership	Total: 10 points
Grand Total: 100 points	

Child Outcomes
10 points

Component	Sub-Component One	Sub-Component Two	Total Points
Developmental screening is conducted within 90 days of enrollment and results are shared with parents	Records Review (1 point)		1 point
Daily Individual Child Experience of Quality (as measured by Focal Child)	CLASS (1 point)	ERS (1 point)	2 points
Ongoing assessment of children's strengths and needs to monitor progress (e.g., child portfolio/work sampling assessments) and inform instruction	Records Review (1 point)	Focal Child Analysis (1 point)	2 points
Share individualized child data with parents			1 point
Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child)			1 point
Use of WA Kids Assessment Tool <u>or</u> demonstration/documentation of alignment to WA Kids Assessment process			1 point
Individualized Instruction for all children			1 point
Periodic review and use of child assessment data for continuous program improvement(e.g. analyze group patterns and behaviors)			1 point

**Facility Curriculum and Learning Environment
70 Points**

Classroom/FCC Home Environment - 55 Points

Scoring Guide	Level 3	Level 4	Level 5
Instructional Support*	2-3.4 (10 pts)	3.5-4.4 (15 pts)	4.5 & higher (20 pt)
Emotional Support & Classroom Organization (CLASS)**	3.5-4.9 (10 pts)	5.0-5.9 (15 pts)	6.0 & higher (20 pts)
ERS***	4 (5 pts)	5 (10 pts)	6 (15 pts)

*No one classroom or focal child can score below a 2 to receive a rating of 3 or above

** No one classroom or focal child can score below a 3.5 to receive a rating of 3 or above

***No one classroom or focal child can score below a 4 to receive a rating of 3 or above

Curriculum and Staff Supports – 15 Points

Components	Sub-Component One	Sub-Component Two	Total Points
Curriculum Profile	Show evidence of Program Curriculum Philosophy (1 point)	Demonstrate alignment with WA Early Learning Guidelines (2 point)	3 Points
Training	*Lead Teaching Staff or FCC Owner trained on Program Curriculum Philosophy (2 points)	*Lead Teaching Staff or FCC Owner trained on WA Early Learning Guidelines (3 points)	5 Points
Ongoing mentoring of **teaching staff to support improvement in curriculum and teacher child interactions			3 Points
Dedicated time for **teaching staff planning time on a weekly basis			2 points
Dedicated time for **teaching staff to engage in reflective practice with peer group on a monthly basis			2 points

*Includes family child care assistants

**Includes FCC primary educator/care provider

Professional Development and Training Standard Area
10 Points

*Degrees and credentials must be verified in MERIT

Center Director or Program Supervisor

AA in ECE or *related field	Level 3 of the Core Competencies for Early Care and Education Professionals	1 point
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	2 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care	4 points

*DEL is currently defining 'related field'

Center Designated Lead Teaching Staff (one staff person per classroom must be designated lead)

25% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	2points
25% have BA or higher in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	3 points

Center - All Other Teaching Staff (assistants and aides)

25% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
50% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	2 points
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	3 points

***Family Child Care Owner or Primary Educator**

CDA or One Year Certificate of Proficiency (45 credits in ECE)	Level 2 of the Core Competencies for Early Care and Education Professionals	3 points
AA in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	5 points
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	7 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care and Education Professionals	10 points

*This person must be the primary provider of care.

**Family Engagement and Partnership
10 Points**

Component	Total Points
Complete modified Strengthening Families Self Assessment (Director/Owner)	1 point
Develop a <u>Plan of Action</u> based on Strengthening Families Self Assessment	1 point
Provide evidence of continuous feedback and improvement (<u>Plan of Action</u>)	1 point
Have a parenting support and education program in place (e.g. Incredible Years, Triple P Parenting, CSEFEL Parenting Modules, Parents as Teachers etc.)	1 point
Provide information about community based programs available for parents in languages represented in the facility (e.g. community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources etc.)	1 point
Evidence of transition plans/policies in place for changes in settings and providers	3 points
Partner with parents to determine perception of child strengths and needs	2 points